Watchman & Hournal.

WEDNESDAY, OCTOBER 31, 1883 TERMS—\$2.00 per year, strictly in advance; or \$2.50 is not paid within three months.

THE State Teachers' Association has been highly gratified with the success which has attended the policy of giving that body a fixed habitation. By this sensible arrangement the society has exchanged the characteristics of a tramp for those of a well-to-do citizen. The association has voted to hold its next annual meeting at Montpelier, the third which will have been successively-and we have no doubt successfully-held at the capital of the state, the proper point for the meeting of a state organization. The time at which the meeting shall be called is left in the discretion of the executive committee. On all accounts it would seem that the time should be during the session of the legislature, and during the second week of the session. That will be a period before the legislative machinery has become preoccupied with its work, and before the accommodations of the town have been fully monopolized by the accessories of a legislative assembly. Educational matters concerning which it should be thought desirable to ask for legislation could thus be brought directly to the attention of the general assembly by the body which represents the educational interests and through the men who are familiar by constant and personal contact with the educational condition of the state. Prominent state officials and members of the legislature interested in the public and the higher schools and institutions of learning would lend their presence and their assistance to make the meetings interesting and benecial. The time would favor a very large attendance. In ways which need not be enumerated but which will suggest themselves to any one devoting a moment's reflection to the matter, the occasion could be seized to bring about not only one of the most useful and attractive gatherings for the teachers but one also which can be made to have a great and far-reaching influence for good upon the common schools of the state. Medical and other societies meet at Montpelier during the legislative session and it would seem that the educational society, without citing precedents, should have ample and decisive reasons for meeting at that time. In this connection it is further suggested that the meeting be called one day earlier in the week so that a final adjournment may be reached Friday evening instead of Saturday noon. The closing exercises will not by this arrangement be held before an audience decimated and demoralized by departures Saturday morn-

The Associated Teachers.

The friends and supporters of the State Teachers' Association looked forward to the meeting held here last week with some anxiety. The association had become decrepit in the years of its early manhood. Fresh vigor seemed to have been nursed into the organization at the extra session in December. Was the life ganization has done merits high comthen displayed merely galvanic energy, or rould it prove to be a resuscitation by natural agencies ? At that time there were not wanting signs that the almost phenomenal exhibition of vitality was really attributable to an infusion of new blood and would be enduring. The promise upheld by that midwinter session has been redeemed. The state educational society has shaken off its unnatural drowsiness. In has become a living and animated body, and is bestirring itself in the interest of the languishing cause it was organized to foster. It has found new leaders and new weapons for the effective warfare it waged under the banners of men like J. S. Adams and James K. Colby, the chevaller Bayard and the Mentor of the youth of Vermont less than a generation ago. The association has demonstrated its right to an existence. The recent meeting was conspicuous especially for the number and the representative character of the attendance. All ranks, from the girlish school mistress of the remote hillside district, to the college pro fessor and the college president were represented. School officials, committees, town and city superintendents and the general public remembered the occasion and were either interested spectators or active participants in the exercises. Not the least gratifying and profitable feature of the meeting was the part taken and the valuable services rendered by the distinguished educational workers from other states. For their disinterested services they have the grateful and appreciative recognition, not of an educational association only, but of a community, of the entire state.

The meeting of the association was successful. This is not saying that it was as successful as it might have been, or was reasonably expected to be. In some important particulars it was disappointing. The reason appears to lie in the fact that too much was attempted. It was the old complaint. Formerly the programme of the association had been loaded down with subjects for essays and discussions. No one of the topics, not even those of practical value, received, or could receive, the attention in matter or manner which its importance demanded. The programme for the December meeting presented less than half the usual number of subjects. The immense improvement in the interest and in the benefits derived from a prolonged and sifting disscussion was instantly apparent. This was the subject of frequent and commendatory remark, and the opinion was frequently expressed,

bly be still further out down. In the face of the obvious advantages accruing from the course of action followed for the winter meeting, for the late gathering the reformatory machinery was reversed. From Wednesday evening to Saturday noon twenty-three formal addresses, on quite as many different topics, were arranged. Morning, afternoon and evening the tide of preaching from educational texts flowed on, without a relieving hymn or experience meeting. Two sermons for one day in seven is considered a generous allowance of theologic pabulum. An audience of school marms and masters that could digest twenty-three formal discourses on miscellaneous subjects, with more or less of general exhortation, in about two and one-half days, must have been credited with an intellectual organism as energetic as the stomach of an ostrich. So many subjects, even if it were desirable to consider all of them at any time, could not be profitably discussed in so short a time. There was a waste of time and strength that, with great advantage, might have been devoted to elucidating to young and expectant teachers the methods by which successful instruction can best be conveyed. The reading classes introduced at the December session gave a hint of the possibilities which exist in this feature of an order of proceedings. Professor Thompson's music lesson, described in the report of last week's proceedings, reenforces the hint and it is hoped that the executive committee will heed it in making up the programme for next year. There is no apparent reason why a skilled instructor in arithmetic, in grammar, in geography, or in any of the other branches taught in the schools-not forgetting the good oldfashioned accomplishments, reading, writing and spelling-may not with equal success and in like manner unfold tried and effective methods of instruction to the hundreds of untrained teachers who attend these meetings animated by a sincere desire to learn something, to catch some suggestion, that shall help them in the needy district schools to which they minister. Generalizations, glittering or specific is needed, and the older, the well trained teachers, by example as well as precept, should enlighten the raw recruits. In a profession in which the great body of the practitioners are women, and are to be women, it was noticeable that no one of the many intelligent and capable women teachers in the state had parts in the exercises. They certainly should not decline assignments, nor should they be able to plead by way of explanation of their non-appearance on the bills that they have had no assignments to decline. It was sometimes apparent during the reading of a paper or the delivery of an ading in order to get home before Sunday. dress that the principal of a school may be a good instructor but an unsuccessful essayist. Some of these efforts were distinguished by their "learned length" and lack of point, while an occasional bright, extemporaneous speech was short and sweet with the very essence of specific, intelligible and helpful discourse.

> Notwithstanding obvious errors omission and commission, the work the ormendation. Its officers, and particularly ts executive committee, v the brunt of the labors incident to organizing and holding the late meetings, deserve more than a hackneyed word of acknowledgment. It is in no conventional spirit that the honor due is rendered for the self-sacrificing labors, the energy and enthusiasm its members have displayed in the discharge of their difficult duties. In ways which cannot be catalogued good will come out of this gathering. The meeting together of so large a number of men and women engaged in a commoneause is a source of inspiration. It develops an esprit de corps which imparts character and consequence to its members. Encouragement and incitement are caught from contact with kindred spirits. In comparing notes, in social discussions, in the friction of rival theories and methods, progress is made. Such an assembly is a kind of teachers' exchange, to which each brings his own experience and professional wealth, and takes away that of his fellow members. The public as well as the teacher guild should unite heartily in encouraging this organization, and the organization should earnestly devote itself to a course of management which by its attractiveness and its usefulness shall enlist the enthusiastic support of the twenty-five hundred teachers in the state, instead of the indifferent allegiance of a tithe of that number.

NEW YORK TRIBUNE: "The letters addressed to us in reference to our exposure of the abuses of divorce are piling up proofs of what we said long ago, that the root of the evil and the most formidable obstacle to reform is the widespread demoralization of public opinion. The most significant indication of the loss of any popular standard of right and wrong in the matter is the behavior of the clergy. Nearly all the churches have declared themselves, more or less strongly, in support of the sanctity of marriage; and yet there is never a divorce case so scandalous that the guilty party cannot find a clergyman to remarry him or her as soon as the trial is over. Some of the worst of these remarriages have been performed lately by clergymen of the two churches—the Roman Catholic and the Protestant Episcopal-whose laws with respect to divorce are the most strict. The excuse offered by the offending ministers in these instances is ignorance of the fact-which is only another way of saying that they took no pains to inquire. Perhaps the New England association which is making such a good fight against the monstrous evil may as well begin by attacking the laxity of the clergy. You can hardly as the result of the experience on that oc-casion, that the programme could profitaNotes and Comments.

THE Comte de Paris is said to be fond of Americans and proud of his connection with this -country. His service as a staff officer with General McClellan has ever since made him partial to the society of American generals, and nearly all of those who have visited France have enjoyed his hospitality at Eu, on the English Channel, where he has a beautiful chateau.

TEN states hold elections next Tuesday-Connecticut, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, New Jersey, New York, Pennsylvania and Virginia. With the exception of Nebraska, New York and Pennsylvania these states elect governors, state officers and legislators, and in the three states named minor state officers and legislators are to be chosen.

BROOKLYN UNION: "To elect a man United States senator for a term of six years, after he has reached the age of seventy-five, would be a novel thing, yet that is what Vermont seems likely to do in the case of Justin S. Morrill. Mr. Morrill's third term in the senate will end on the 4th of March, 1885; and on the 14th of April following he will complete his seventy-fifth year. But he is still a vigorous man, with a capacity for further service. Vermont does not raise a large crop of great men, but Edmunds and Morrill have made one of the strongest senatorial teams entered by any of the states."

NEW YORK SUN: "The Detroit Evening Journal, a cleverish paper of the modern kind, contends that 'the twocolumn editorial is out of date; 'the bright, snappy, fresh paragraph has usurped the place of the solemn labored leader.' This opinion is not without reason, but it is mistaken nevertheless. The essential difference between the high journalism of the present day and that of the past consists in adapting the discussion of the editorial page to the necessities of the case. It may be necessary to write long articles, and then they must be written. The bright, snappy paragraph has its use, but it will not do to otherwise, do not fill the bill. Something set it up as the only mode of journalistic debate. Common sense must govern in all things, and the means must always be adapted to the ends. Let our esteemed contemporaries of the so-called modern schools take these truths to heart. Long articles and elaborate leaders are often indispensable."

BOSTON ADVERTISER: " Senator Morrill of Vermont advises his friends that the prospect for his re-election next year is good. Although he will be seventy-five years old when his term expires, if his health continues firm, he is likely to secure a fourth term. Mr. Morrill is a recognized authority in the senate on matters of finance and tariff. The tariff under which the commercial interests of the country have more than doubled in twenty years was framed by him in 1862, and all the changes since then have been made under his guidance. Mr. Morrill's prominence is largely due to an incident, which was intended for a different effect. When he entered congress before the war, the republicans included E. B. Washburne. Schuyler Colfax, Anson Burlingame, Henry L. Dawes, E. B. Morgan, John Sherman, and C. C. Washburne on their side. Mr. Morrill was then in middle life, whose education had been acquired in a store, whence he had graduated with a small fortune to come to congress. The democratic speaker looked over the republican side to find the weakest man to put on the ways and means committee. He chose Mr. Morrill. No sooner was it done than the young member went to work on economic questions. He studied them so diligently that he became an authority, was made chairman of the committee when his own party obtained the majority, and has ever since devoted himself almost entirely to those features of legislation. While not so broad a man as Mr. Edmunds, he has done remarkably faithful service. A re-election at his advanced age would be unusual, but his sturdy health makes it less dubious than that of many a younger man."

Vermont State Teachers' Association.

The thirty-fourth annual meeting of the Vermont State Teachers' Association was opened at the Pavilion parlors WEDNESDAY EVENING

at eight o'clock. President Leavenworth not being present, the meeting was called to order by Principal Hardy of the executive committee. by Principal Hardy of the executive committee. Principal W. H. Sanderson of Woodstock was elected secretary pro tem, and Principal L. V. Haskell of Windsor treasurer pro tem. Professor J. K. Lord of Dartmouth college began the meeting by reading a paper entitled, "What Preparation do the Colleges Expect from the High Schools and Academies?" Professor Lord said: The objects of Latin study, briefly stated, are: (a) discipline; (b) knowledge of Latin literature, including that of antiquities and social life; (c) an accountance with a and social life; (c) an acquaintance type of mind unlike any that exists the last, though often overlooked, is of importance. Personality is one of the strong-est forces in the development of character, and the personality of the Romans impressed upon their language makes itself feit by those who study it, and differing so greatly from that of study it, and differing so greatly from that of modern languages exerts a specially strong and stimulating influence upon those who study the language. The speaker maintained that present methods of lustruction do not secure the advantages proposed. Discipline is gained, but not to the extent that is possible or desirable. Knowledge of Latin literature, as such, is not gained. Its history, its authors and their works are known by the study of English histories and criticisms. Until the student can read Latin authors in the original, for pleasure or profit, as he does the student can read Latin authors in original, for pleasure or profit, as he does modern languages, he cannot know the litera-ture as a collection of literary compositions. To remedy this defect, Latin should be taught To remedy this defect, faths should be taught as a living language. Like the child in mastering his own tongue, the Latin pupil must learn the vocabulary while obtaining the mastery of the paradigms of declension and conjugation. The lack of a vocabulary is the greatest difficulty with which students to-day have to contend; they are familiar with contending and they can repeat rules of syntax. have to contend; they are familiar with con-structions, and they can repeat rules of syntax, but when they open a Latin book the page does not light up with suggestions, because the words are unfamiliar. The preparation of a lesson consists in thumbing the leaves of a lexicon to find the meaning of words that ought to be perfectly known. Words are ought to be perfectly known. Words are the signs of ideas, the symbols of thought, and if, from the outset, attention is directed to these in their relations, it will be the thought and not the form that will attract chief atten-ion. If a thousand words, at the most liberal

allowance, were thoroughly at one's command, he would have control of the language. A vocabulary is to be given, first, by memorizing. Lists of words should be committed to memory, and with them should be learned the ordinary principles of word-formation, like amator from amare, so that the memory may have both an aid and a guide in gaining many words. But to make the acquisition of a vocabulary permanent, it must be used. The ear and tongue, as well as the eye, must be employed. The scholar must be made to pronounce the Latin, not perfunctorily, but after the passage has lieu mastered so that the thought may enter his mind in its original dress. It must be vitalized by speaking. From the time he is able to put two words together he should be made to construct sentences, and simple conversations should be carried on upon subjects that may interest as well as upon the lesson. Greater slowness in the earlier part of the versations should be carried on apon subjects that may interest as well as upon the lesson. Greater slowness in the earlier part of the course will more than be made up as the student advances. This learning and using of a vocabulary has a high disciplinary vaiue, for the balancing of ideas and discriminating in the use of terms is one of the most profitable parts of linguistic study. The examination of forms is serviceable only as it leads to this. This same practice should be supplemented by "reading at sight," a term often misunderstood, for it does not imply a freedom from study, but does not imply a freedom from study, but rather a diligent application of what has been learned without dependence upon a lexicon. It is the application to Latin of the method by which we read English—following a sentence from beginning to end in the logical order in which the writer arranged it. No one would think of tearing an English sentence to pieces to gain its meaning—no more should be a Latin sentence, but, taking them as they stand, fol-low them through as Cicero or Horace or Tacithe them through as cleer of Horace of Indiatus wrote them. Till the scholar can do that he can never read Latin, and not till he reads can he appreciate or enjoy its literature, as distinguished from its English translations. In a different direction a beneficial practice in the latter part of the preparatory course is the writing out of translations. The classic author applies a subject that is worthy of considere. supplies a subject that is worthy of considera-tion, and the difference in the genius and structure of the two languages is so great that structure of the two languages is so great that the preparation of a careful translation is one of the best exercises in the formation of an En-glish style. The pursuit of a method like this willnot lessen, but rather certainly increase the discipline gained from the study of Latin, will open up its literature to the acquaintance of the student, will introduce him to new and wider fields of interest and study, and give to

Latin a greater dignity and usefulness.

In defense of the study of Greek, Professor S. F. Emerson of Burlington referred to the agitation of the question of the study of the classics. The times demanded to know "What is Greek good for," The study of Greek develops those mental qualities which are essential to practice, success. The classics and matheto practical success. The classics and mathematics are the basis of all education. "What preparation in Greek do the colleges expect?" The colleges have in view education. Education. The colleges have in view education. Educa-tion is not a fixed quantity to be gained like a diploma. It is training, fitting for life in all its manifold phases. Life's problems demand two requisites, capacity and method, intel-lectual capacity and the skill to use it in the right way. Its two classes are development of powers and direction of powers. Discipline and method, not the acquisition of knowledge in the sense of information, is the object of col-lege education. Development of power admits in the sense of information, is the object of col-lege education. Development of power admits of wide conception, for the taste, the feelings, the affections, need development as well as the intellect. For all this work there is no fitter instrument than the Greek. It is also an ad-mirable director of powers. The reproduction of a foreign classic into one's own language is harnessin, oneself into the traces behind a strong intellect. Greek is capable of developstrong intellect. Greek is capable of develop-ing the highest powers of the intellect as well as the tastes, feelings, and affections and of directing them to noblest uses. The failure of the college to get from Greek in a two years' course all that it is capable of rendering, the reason why it is regarded by students as a disreacon why it is regarded by students as a dis-agreeable intellectual gymnastic exercise, is largely owing to the defective preparation which the schools and academies give. The colleges, then, expect of these schools such prep-aration as will enable them to reach the high-est results possible in their Greek courses. Specifically, a thorough mastery of the forms, amiliarity with its fundamental system and a specimearly, a thorough mastery of the forms, familiarity with its fundamental syntax and a moderate vocabulary. A definite plan by the fitting school, not the accomplishment of enough to pass the entrance examination, will enough to pass the entrance examination, will lay the foundations for a proper superstructure of Greek study. Thorough mastery of forms is the first requisite. Know the grammar. The speaker had usually combined the scientific and natural methods, beginning with form-learning and translation simultaneously. Possession is use. Success in the methods employed in teaching modern languages had been secured by forcing the pupils to use the language. Sensuous impressions in the first stage of education must be supplemented by much after labor to secure useful possession. Memo-lear existing admit of much general corresponding admit of the general corresponding a after labor to secure useful possession. Memoriter recitations admit of much general correctness with much individual inaccuracy. The best corrective of such indefiteness is writing, subject to inspection. In acquiring a vocabulary the problem to be solved is how to conserve the waste of energy and time in thumbing the lexicon. Concentration and consecu-tiveness, the principle employed in the schools of modern languages, might not be practicable in teaching Greek. Memorizing lists of vocain teaching Greek. Memorizing lists of voca-bles, frequent and rapid reviews are exceed-ingly serviceable. Reviews fasten forms and ingly serviceable. Reviews fasten forms and words, employ the natural operation of memory, repetition, and disclose the hidden avenues into the spirit and structure of the language and the mind of the writer. Sight reading, useful in its place, in the opinion of the speaker tends to superficiality in so difflegit a language. He highly commended Greek composition, the use of many and simple sentences to vary daily upon the blackboard. The method of Greek study is open to criticism, but the fault is not with the Greek but with the Greek instructor. Professor L. A. Austin, Middlebury, asked the fitting schools to include in their English department the completion of algebra and gedepartment the completion of algebra and ge-ometry, and to add to their course thorough

drill in physical geography, elements of anatomy and physiology, physics and English history, besides paying more attention to reading and practical English grammar. THURSDAY'S SESSION After prayer by Professor L. A. Austin of Middlebury and the reading of the secretary's report, Rev. Sheldon Jackson addressed the meeting on "Educational Interests in Alaska." He said a belt there from fifty to seventy miles wide and hundreds of miles long, enough to make half-a-dozen large states, had a temper-ate climate, an average winter climate like that of Kentucky and a summer climate like that of Minnesota. The people were compara-tively rich by trade, lived in houses and wore the clothing of civilized people, though they were savages. While under the control of Russia they were provided with government and schools, but since coming into the posses-sion of the United States both these elements of civilization had been withdrawn, and he asked the teachers to pass resolutions urging congress to appropriate \$25,000 for support of The president appointed as commit

tee, to draft a suitable resolution, Principal Bingham of Brattleboro, Principal Mead of Middlebury, Principal Goldthwalt of St. Albans. "What Constitutes a Practical Education" was the subject of a sensible and suggestive address by Professor J. E. Goodrich of Bur-lington. He distinguished between a "prac-tical" education and "industrial" education. Industrial schools might be possible in cities, but the viliage or rural district school could not be converted into a combination of several shops designed to train children for their prospective occupations. The meaning of the term practical education depends upon how long the training process is to last, what is to be the lower life work and whether it is desired. oy's life-work and whether it is desired to produce a dexterous machine or along with dexterity an intelligent soul and valuable citi-Let education have regard to utility, and especially let early training begin by incessant practice. Leave reasons and theories till the child is ready for them. Teach him how to do: to ride, row, swim, turn a handsome fur do: to ride, row, swim, turn a handsome furrow, to recognize animals, trees, plants, which come under his eye. The child of eight and ten can study things with more profit than vulgar fractions, and at tweive or fourteen can do better than put all his energies into grammar rules and parsing. What is most wanted in the early stages is that the power and habit of observation be cultivated. Ability to perceive with the mind as well as the eye will stand him in good stead when reason asserts its supremacy, when great moral questions enits supremacy, when great moral questions en-gross attention. There is no substitute for the mental gymnastics furnished by linguistic and mathematical studies. These are not to be disparaged. Physical science nor mathematics together can make good the loss of language training. The scheme of practical education should include some trade, for obvious prudenshould include some trade, for obvious pruden-tial and economic reasons. Classical educa-tion need not be impracticable. Latin and Greek as well as English and German are to be learned in order to use, to unlock the litera-ture behind the language and to study the people as revealed in the literature. The inci-dental and disciplinary advantage of classical study may by themselves justify the attention

given to Latin and Greek, but they should be rather regarded as instruments for reaching treasures else inaccessible. This gives a ra-tional motive for their pursuit. Even from the tional motive for their pursuit. Even from the study of chess one may derive a discipline which another falls to derive from a four years college training. Not every boy would be profited by a classical course but one designing to enter one of the professions makes a mistake if he does not obtain the best attainable preparation. The speaker justly criticised the tendency of young men to jump the four or seven years of fruitful discipline, to enter a profession by a short cut, to go straight from the district school or the middle of an academic course to the lecture room of what should be a post-graduate course. The practical includes something more than the directly useful. It must concern the whole range of a man's powsomething more than the directly useful. It must concern the whole range of a man's powers, the whole field of his duties. It must embrace that preparation and those qualities which make the worthy citizen, the well-balanced man; must take account also of the fact that this life is but the vestibule to a life beyond.

THE "Relation of Classical to Scientific Studies" was the applied of an interesting dis

THE" Relation of Classical to Scientific Studies" was the subject of an interesting discussion between Principal E. H. Barlow of West Lebanon, N. H., and Professor S. H. Brackett of St. Johnsbury. The following is the substance of Mr. Barlow's paper: The feeling of dissatisfaction with school and college studies was widely extended. Teachers and patrons knew something was wrong but found it hard to say what, so that many mistook bad methods for good ends. Hence it was easy for one to find fault with the so-called excessive study of classics, and to advocate ineasy for one to find fault with the so-called excessive study of classics, and to advocate instead a study of natural sciences. Classical
studies are no less practical than scientific studies. Yet the object of all sch-ol and college
training, below technical schools, is not, and
should not be, anything but general. Mental
development only, the power to get, and not
the getting of skill for special work is all that
public schools may legitimately do. The
charge that schools are not practical is best answered by saving they ought not to be praccharge that schools are not practical is best answered by saying they ought not to be practical. They fail if they become practical. The best course for a scientific student to pursue, is a classical one as a preparation for his scientific study. The scientific work properly supplements the classical, but cannot be a substitute for it. This does not mean that the hand and the eye should not be trained. Industrial schools, however, should be regarded as postgraduate, and technical. No public school should teach a profession or trade. For mental development experience has furnished nothing equal to language study. How much should equal to language study. How much should be studied depends on time spent, and natural ability of pupil and probable life work. Most of our prominent colleges have tried from time to time, to make a course of general culture by furnishing scientific instruction, and replacing Latin and Greek with French and German, and it has never succeeded. The best scientific Latin and Greek with French and German, and it has never succeeded. The best scientific students have been the classical. That better methods of teaching the classics should prevail is obvious. The speaker affirmed that an experience in college of fifteen years, had enabled him to observe literally hundreds of cases of training under both systems, with but one result, and that in favor of the classics.

Professor S. H. Brackett, speaking in favor of scientific studies, said that educators cannot seriously propose to set aside either the classics or the mathematics or the sciences, as a part of a liberal education. Classical study has an honored pedigree; scientific methods of thought and inquiry are of recent date. What is the scientific spirit? Inductive reasoning is its main principle. It seeks to investigate with freedom from prejudice, with full comprehen-sion of principle, to reason with logical and mathematical accuracy till laws are discovered and proved. The discoverer is of more im-portance than the inventor. It is a shame to true science and a sad comment on public discernment to call a smattering knowledge of a few facts the learning of a science. So has classical work been superficial. Why has the argument of C. F. Adams made such a stir? The work of the best schools was in Adams' time imperfect. The better teaching of to-day is the result of the scientific and improved methods. The great question in classical and is the result of the scientific and improved methods. The great question in classical and scientific training is as to which gives the greater strength of mental grasp. Classics at best can give but part of the necessary mental discipline, though an important part, it is readily acknowledged. They cultivate first the perception and memory. They also train to choice of language and rhetorical finish. There is also a good discipline of the reasoning power, but when this is analyzed it is found to be of the nature of successive, numerous, direct inthe nature of successive, numerous, direct in-ferences, not of continuous and sustained reaferences, not of continuous and sustained rea-soning. It is more of intuition than abstrac-tion. On the other hand, scientific work is of long continued logical and abstract reasoning, and so is of a higher type of discipline. An intricate demonstration in geometry or algebra is a higher and more difficult process of mind than a determination of a point of syntax. Why are so many classical students perfectly swamped by ordinary geometry, and can only memorize it? They may have good command of language, but cannot carry on an abstract of language, but cannot carry on an abstract reasoning. If it is said, as it is sometimes, reasoning. If it is said, scholars that we find poor classical scholars in scientific study, we are inconcept. here again to the popular misconception of science. To learn a few facts is not to know a science. The poor classical scholar may learn facts of science because he is interested in them, but he may never become a true scholar. The question of the relation of scientific to classical study is not the same to-day as even fifty years It is far more important than ever ago. It is far more important than ever. 10 become a proficient in science, to be fit to grapple with its great questions, requires a long and severe discipline, under most judicious supervision. Science proposes questions not of speculation merely, but questions toward which a solid though steep and rugged path of logical and positive ground invites al who are able to pursue. What can we teachers do in this highest and best culture? Those of us in humble place, but little; but we do not despise the day of small things. Elementary in-struction must be largely occupied with details, but all that awakens the young may do good. It is a great mistake to put scientific and classical work in such relation to each other as we do in our academies and colleges. All we do in academies and much in college is but of the simplest, elementary kind. On graduating from college a faithful student is ready to do good work in literature, but in science the average college graduate is but a tyro and the world in general has had no fair comparison between the two. When students do three and four years' solid work in science and four years more in college it will be time to make a

air comparison.
An address on the "Uses and Abuses of B Rank System," by Dr. C. C. Rounds of Plymouth, N. H., opened the afternoon exercises. Dr. Rounds advised teachers to keep a record of the work done by each pupil, as a matter of rotection to the instructor, as a means of repupil and as a means of showing to the might, for any reason, be in need of such a stimulus or correction, the record which their industry and faithfulness, or their indolence or indifference, was making for them. To avoid the injustice which the most carefully kept record might do to pupils of nearly an equal standing, and to avoid the injurious nervous strain which the publication of this record may produce in certain cases Dr. Rounds advised that the pupil's standing be disclosed only to the individual pupil or to the parents. If the relative standing of scholars is known, it should come about only by their disclosing their standing to each other.

Principal C. H. Goldthwait of St. Albana

Principal C. H. Goldthwait of St. Albans read a paper upon "General Exercises" in schools. In no department of education has greater progress been made than in this matter of general exercises. A time honored method is to set apart a certain portion of time for this special purpose. The whole affair is often lame and inefficient. If we epitomize the science of education we might not find a better formula than this: Attention, interest, growth. Any method defective in any of these growth. Any method defective in any of the points must be faulty. In general exercises perfect order is demanded. "How can I best secure attention of my pupils?" Artention if sought for its own sake is but an im ty form. sought for its own sake is but an am sy form. Never let it appear that you are trying to make your scholar attentive. There is nothing like a sense of participation in each pupil's mind; encourage, therefore, the spirit of original research. The prime cause of the inefficiency of general exercises is that they are too far removed from the freshness and life of the school room. In the form of a paradox, make every general exercise a recitation and every recitation a general exercise. Don't make it a pyrotechnic sort of work. The main object of the recitation is to exercise the thinking powers. Great caution was advised in taking time from recitation for general exercises. There from recitation for general exercises. There are many subjects not directly connected with school routine which should form a part of the education of youth. Restoricals, the correc-tion of themes, exercises in language, where supplementary reading has become a principle in advanced grades, a study of certain authors, the writer's words set to music, recitation from his works, etc., reports of the news of the day, a diary of the school, etc. In the public schools of Newton a great deal of attention is paid to

noble manhood and womanhood, a conscience more tender, a love of country more intelligent, a broader comprehension, these are the results to be thought out and wrought out.

Principal Hardy of West Randolph supplemented the written address by some vigorous extemporaneous remarks, defining "general exercises," indicating their purpose and explaining his method of conducting such exercises. He said he gave from half to three-quarters of an hour daily to this method of instruction. Some of these exercises consisted of recitation of gems of poetry, memorized, perhaps, from the leaves of a Longfellow calendar, short exercises in drawing, questions on some topic, ercises in drawing, questions on some topic, short compositions, spelling, letter writing, business forms, news of the day, etc., all without previous preparation. On one occasion he had asked the postmaster to come before the school, all the departments assembled together, to explain the United States postal system. to explain the United States postal system. At another the precident of the national bank had elucidated the banking system and unfolded some of the mysteries of the currency. He placed a high estimate upon the value of such exercises if preceded by judicious and thoughtful prepuration on the part of the teacher. Principal Edson warmly advocated this feature of school instruction, saying he would have general exercises, if had to give up a recitation. a recitation

The committee appointed in the morning to The committee appointed in the morning to report on the subject of education in Alaska presented the following, which was adopted: The Vermont State Teachers' Association in session at Montpelier, October 24–27, 1883, learn with regret that since the transfer of Alaska from Russia to the United States sixteen years allowed to pass without extending have been allowed to pass without extending to the population educational advantages. We feel ashamed, as American citizens, that any section of our land should be worse off educasection of our land should be worse or squeak-tionally than when under the control of Russia, we having failed to continue the schools that for many years were sustained by the Russian government. We learn, therefore, with great pleasure that on the 15th of Feb-ruary, 1882, the President transmitted to conruary, 1882, the President transmitted to congress, a communication from the Secretary of the Interior, recommending that an appropriation of \$50,000 be made for the establishment and maintenance of schools in Alaska; and that the Hon. Secretary of the Interior proposes to make to the coming congress a recommendation for industrial schools in that counters. Therefore, which is the secretary constitution of the secretary co try. Therefore we join in the earnest request of the better portion of the American people that an appropriation be made for the estab-lishment of an industrial 'raining school similar lishment of an industrial training school similar to those at Carlisle and Hampton, at Sitka the capital; also for the establishment under the direction of the national bureau of education of schools at the chief centres of population in Alaska. That copies of this paper signed by the president and secretary of this association be transmitted to the Hon. Secretary of the interior and both houses of congress.

At the evening session, Professor E. H. Russell of Worcester, Mass., delivered to a large audience his lecture entitled "English Literature as an Element in Education." The lecture

ture as an Element in Education. was valuable in matter, the points the speaker was valuable in matter, the points the speaker wished to elucidate being enforced by quotations from some of the best writings of standard English authors, in prose and poetry. The length of this lecture and the limited space at the disposal of a report of exercises which continued over three days of time and embraced the addresses. the addresses of so many individuals reluct-antly compel a brief and meager notice of this valuable contribution to the general discussion of the educational question. On the invitation of Principal Hardy, H. Porter Smith of Boston favored the association with a select reading.

FRIDAY'S SESSION.

Prayer was offered by Rev. H. A. Spencer. The question, "What Supervision by the State would Be Most Efficient?" came up for discus-sion. Principal B. F. Bingham of Brattleboro gave his views on this matter. By some inad-vertence Mr. Bingham's remarks and others on this subject were not reported.

on this subject were not reported.

"How can the Ungraded Schools Best Become Graded?" F. F. Whittier of Hanover found the answer to this question in the system advocated by Professor Wait of Morgantown, West Virginia, in a work upon this subject. A uniform course of study in the schools, under the direction of systematic and effection under the direction of systematic and effective supervision, the course occuping a fixed term of years to complete, regular graduating exer-cises with diplomas, and the usual et-ceteras which give eclat to such occasions in the higher grades of schools and enlist the interest of parents and pupils, are the chief features in of parents and pupils, are the chief features in the plan proposed. Professor Rocheleau of Randolph said it would amount to little to grade the ungraded schools so long as neither school officers nor teachers had any perma-nency of office. State Superintendent Darit was of the opinion that a radical change in the state school system by which the rural school dis-tricts may be benefited must precede any at-tempt to frame any system of grading the un-graded schools. He had devoted much thought to the condition of these schools. The more he to the condition of these schools. The more be examined the evils from which they suffer the less he knew how to go to work to apply a remedy. The town system had been suggested. That system would require important changes before it could commend itself to his judg-What those changes speaker did not indicate, much to the regret of his hearers who had hoped that at length the superintendent's ideas had taken definite shape and that he would be able to unfold them a waiting public. Principal Haskell of Wi sor thought it was idle to "lie on our cars" waiting for a "change of system." Fault was found with the system, but when the fault finders were asked to propose a change they hadn't anything to offer. Let us go to work and make the most of the present system so long as it is the system under which we must work, for the present at least.

Principal A. W. Edson of Randolph discussed the question, "How can Pupils be Best Taught to Think." This subject is not a new one. "The primary principle of education," said Sir William Hamilton, "is the determination of the pupil to self-activity,—the doing nothing for him that he is able to do for himself." A teacher should be one who (1) imparts sor thought it was idle to 'lie on our cars

A teacher should be one who (1) imparts instruction and (2) affords culture. The near-sighted teacher looks at immediate results and guages progress by the text-book. The far-sighted teacher regards the children before him as the germs of the citizens of our before him as the germs of the citizens of our republic. Pupils may be taught to think: (1) By the teacher doing some active thinking. Activity provokes activity and the thinking teacher will stimulate thought. (2) By a proper assignment of lessons. (3) By proceeding from the known to the unknown. The teacher should early find the basis on which the child can intelligently proceed, and from what he already knows, strive to lead him to see new truths. (4) By training the perceptive, imaginative and reflective faculities in their proper order. (5) By exciting the child's their proper order. (5) By exciting the child's curiosity. Children are willing and glad to learn new facts. Do not repress their curiosity by assisting too much. (6) By asking stimu-lating questions and requiring them to do the same. Let the questions be pertinent, and each pupil obliged to do his share in asking and answering questions. (7) By teaching conceptration—attention. Teach pupils to accomplish the utmost possible work in the shortest possible time. Teach pupils to work hard when they pretend to work at all. (8) By teaching the pupils to work at the pupils to work at all. hard when they pretend to work at all. (8) By teaching the pupils to express themselves properly. "I know but I can't tell," is nonsense. Language and thought go hand in hand, Teach language and thus develop thought. (9) By general exercises. Much valuable information may in this way be brought to the pupil's notice. (10) By making the work in the various branches practical—real. In reading feel the sentiment, express the thought. In arithmetic keep to the practical. In grammar, begin with language lessons. In geogmar, begin with language lessons. In geog-raphy, begin with the school-house, school yard, etc. In all school work, make careful preparation so as best to teach the pupils to think, think. THINK.

on this subject President Buckham said that from his position he reviewed the work of the teachers of the common schools, the high schools and the academies. It would surprise the teachers to learn that their instruction was deficient especially in the cultivation of the mem-He directed their attention to the importance of a good and well drilled memory. Power to think depends upon the material for thought, and material for thought depends upon a retentive and active memory. Men who have become distinguished in the professions were men who had good memories. The nation is neglected in instruction. Th opment of the imaginative faculties strongly influences the power to think. The tendency of American instruction has been almost entirely toward analytical methods in study—to take things to pieces and put them together again. The speaker dwelt upon the desirability of adopting also constructive methods in ity of adopting also constructive methods in teaching pupils how to think, the necessity for employing rational for mechanical methods. Rev Mr. Pierce of Randolph spoke instruct-The Personal Relations of Teacher to Popil." Acquaintance with pupils outside of the school room, the establishment of pleasant relations with them on the street, will conduce to influence over them in the school room. The confidence of the pupils should be won and a genuine interest in their affairs culti-